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ABSTRACT

Results of Nevada students in grades 3, 6, 9, and 11 on tests of the Nevada Proficiency Examination Program are presented for the 1987-88 school year. Examinations prescribed for grades 3 and 6 in mathematics, reading, and language are the appropriate Stanford Achievement Tests. Tests mandated for grade 9 are the Science Research Associates' Survey of Basic Skills Total Mathematics and Total Reading tests and the Nevada High School Proficiency Examination in Writing. In order to graduate from high school, students must pass the Nevada High School Proficiency examinations in mathematics, reading, and writing in their junior or senior year. Data are provided for: 11,826, 11,902, and 11,868 third graders on the mathematics, reading, and language tests, respectively; 10,439, 10,521, and 10,496 sixth graders on the mathematics, reading, and language tests, respectively; 9,897 and 10,006 ninth graders on the mathematics and reading tests, respectively; and 10,968, 10,977, and 10,804 11th graders on the mathematics, reading, and writing tests, respectively. Students in grades 3 and 6 scored significantly higher than did the national norming sample in all three test areas. In mathematics and reading, ninth graders also scored above their counterparts nationally, and 99% of these students met the standards for proficiency in writing. Passing rates in mathematics, reading, and writing were 93%, 94%, and 98%, respectively for eleventh graders. Ten bar graphs and five tables summarize test results. (SLD)

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THE NEVADA PROFICIENCY EXAMINATION PROGRAM

RESULTS OF THE 1987/1988 EXAMINATIONS

EUGENE T. PASLOV
Superintendent of Public Instruction

MARCIA R. BANDERA
Deputy Superintendent

Planning, Research and Evaluation Branch
KEVIN CROWE, *Director*

Capitol Complex, Carson City, Nevada 89710

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THE NEVADA PROFICIENCY EXAMINATION PROGRAM

RESULTS OF THE 1987/1988 EXAMINATIONS

PREPARED BY:

THE NEVADA DEPARTMENT OF EDUCATION
PLANNING, RESEARCH AND EVALUATION BRANCH

MAY 1989

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INTRODUCTION

The Nevada Proficiency Examination Program for the 1987-1988 school year was based upon the following law which was passed by the 1977 Legislature, and amended by the 1983 and 1987 Legislature.

NRS 389.015-.017 - STATUTES RELATING TO STUDENT TESTING

389.015 Achievement and proficiency examinations: Requirements; effect of failure to demonstrate adequate achievement or to pass; disclosure of questions and answers prohibited; exceptions.

1. The board of trustees of each school district shall administer examinations in all public schools within its district to determine the achievement and proficiency of pupils in:
   (a) Reading;
   (b) Writing; and
   (c) Mathematics.

The examinations must be administered before the completion of grades 3, 6, 9 and 12.

2. Different standards of proficiency may be adopted for pupils with diagnosed learning disabilities.

3. If a pupil fails to demonstrate adequate achievement on the examination administered before the completion of grade 3, 6 or 9, he may be promoted to the next higher grade, but the results of his examination must be evaluated to determine what remedial study is appropriate. If a pupil fails to pass the high school proficiency examination administered before the completion of grade 11, he must not be graduated until he is able, through remedial study, to pass the high school proficiency examination, but he may be given a certificate of attendance, in place of a diploma, if he has reached the age of 17 years.

4. The state board shall prescribe standard examinations of achievement and proficiency to be administered pursuant to subsection 1. The questions contained in the examinations and the approved answers used for grading them are confidential, and disclosure is unlawful except:

(a) To the extent necessary for administering and evaluating the examinations.

(b) That a disclosure may be made to a state officer who is a member of the executive or legislative branch to the extent that it is related to the performance of that officer's duties.

389.017 Achievement and proficiency examinations: Submission of results to superintendent of public instruction. The state board of education shall prescribe regulations requiring that each board of trustees of a school district submit to the superintendent of public instruction, in the form and manner prescribed by the superintendent, the results of achievement and proficiency examinations given in the 3rd, 6th, 9th and 11th grades of public school pupils in the district. The state board shall not include in the regulations any provision which would violate the confidentiality of the test scores of any individual pupil.

389.051 Times to administer examinations. The board of trustees of each school district shall administer the examinations required by NRS 389.015 in each public school in that district which has the appropriate grades at the following times:

1. For grades 3 and 6, the examinations may be administered at any time during the school year for which the publisher of the examinations has established empirical or interpolated national norms for those examinations.
2. For grade 9, the examinations for reading and mathematics may be administered at any time during the school year for which the publisher of the examinations has established empirical or interpolated norms for those examinations.
3. For grades 9 and 11, the examination for writing must be administered on the second Wednesday in February. If a holiday falls during the week of the second Wednesday in February, the examination must be administered on the third Wednesday in February.
4. For grade 11, the examinations for reading and mathematics must be administered at sometime Monday through Thursday during the week of second Wednesday in February. If a holiday falls during that week, the examinations must be administered at some time Monday through Thursday during the week of the third Wednesday in February.
5. For grade 12, the examination for writing must be administered to pupils in grade 12 who must pass the examination to graduate, on the second Wednesday in February, the last Thursday in April and the third Wednesday in October. If a holiday falls during the week of the second Wednesday in February, the examination must be administered on the third Wednesday in February.
6. For grade 12, the examinations for reading and mathematics must be administered to pupils in grade 12 who must pass the examinations to graduate, at some time Monday through Thursday during the week of the second Wednesday in February, the last Thursday in April and the third Wednesday in October. If a holiday falls during the week of the second Wednesday in February, the examinations must be administered at some time Monday through Thursday during the week of the third Wednesday in February.
7. For adults, the examination for writing must be administered to adult pupils who must pass the examination to graduate, on the second Wednesday in February, the last Thursday in April and the third Wednesday in October. If a holiday falls during the week of the second Wednesday in February, the examination must be administered on the third Wednesday in February.
8. For adults, the examinations for reading and mathematics must be administered to adult pupils who must pass the examinations to graduate, at some time Monday through Thursday during the week of the second Wednesday in February, the last Thursday in April, the last Thursday in June, and at some time Monday through Thursday during the week of the third Wednesday in October. If a holiday falls during the week of the second Wednesday in February, the examinations must be administered at some time Monday through Thursday during the week of the third Wednesday in February.

389.056 Procedures for administration of examinations.

1. Achievement and proficiency examinations must be administered as follows:

(a) For grade 3, all examinations must be administered pursuant to the instructions in "Directions for Administering Stanford Achievement Test: Primary III," copyright 1982 by Harcourt Brace and Jovanovich.

(b) For grade 6, all examinations must be administered pursuant to the instructions in "Directions for Administering Stanford Achievement Test: Intermediate II," copyright 1982 by Harcourt Brace and Jovanovich.

(c) For grade 9, examinations for reading and mathematics must be administered pursuant to the instructions in:

(1) "Survey of Basic Skills: Test Coordinator's Handbook," copyright 1985 by Science Research Associates; and

(2) "Examiner's Manual Survey of Basic Skills: Levels 34-37," copyright 1985 by Science Research Associates.

(d) For grade 9, the examination for writing must be administered pursuant to the instructions in "Administration Manual: Spring 1987 Nevada 9th Grade Proficiency Examination in Writing," adopted by the department of education.

(e) For grades 11 and above, the examinations must be administered pursuant to the instructions in "Administration Manual: 1986-87 Nevada High School Proficiency Examination Mathematics, Reading and Writing," adopted by the department of education.

2. Each school principal shall, on a form developed by the department of education, verify that the procedures established in this section have been followed at his school.

389.061 Specific examinations required. The following examinations must be used as examinations of achievement and proficiency:

1. For grade 3, the total reading section, mathematics section and language section of the Primary Level III, Stanford Achievement Test, 7th edition.

2. For grade 6, the total reading section, mathematics section and language section of the Intermediate Level II, Stanford Achievement Test, 7th edition.

3. For grade 9:

(a) The reading and mathematics sections of the Survey of Basic Skills Level 37, 1985 copyright.

(b) The Nevada Proficiency Examination in Writing for the Ninth Grade prescribed by the department of education for each testing period.

4. For grades 11 and above:

(a) The Nevada High School Proficiency Examination in Reading:

(b) The Nevada High School Proficiency Examination in Mathematics; and

(c) The Nevada High School Proficiency Examination in Writing for the Eleventh Grade and Above,

prescribed by the department of education for each testing period.

389.066 Scores indicating failure to demonstrate adequate achievement. A pupil who earns any of the following scores on the examinations administered pursuant to NRS 389.015 has not demonstrated adequate achievement:

1. For grade 3 or 6, a score on the examination for reading, mathematics or writing at or below the twenty-third percentile of the national norms for that examination.

2. For grade 9, a score on the examination for reading or mathematics at or below the twenty-fifth percentile of the national norms for that examination.

3. For grade 9, a score on the examination for writing of below 5.

389.071 Nevada High School Proficiency Examination in Writing. Each edition of the Nevada High School Proficiency Examination in Writing for the Ninth Grade to be used after the spring of 1988, and each edition of the Nevada High School Proficiency Examination in Writing for the Eleventh Grade and Above to be used after the fall of 1988, must require pupils to write on two topics to be chosen from the following styles of writing:

1. Descriptive or narrative writing;
2. Expository writing; or
3. Persuasive writing.

389.076 Nevada High School Proficiency Examination in Reading.

1. Each edition of the Nevada High School Proficiency Examination in Reading to be used after the fall of 1988 must assess pupils' skills in the following areas:
   (a) Vocabulary and determining the meaning of words in context;
   (b) Identifying details and main ideas in selections;
   (c) Identifying the sequence of events in a selection or steps in a set of directions;
   (d) Making comparisons and contrasts;
   (e) Identifying causes and effects;
   (f) Distinguishing between facts and opinions;
   (g) Predicting outcomes and drawing conclusions based on the material read; and
   (h) Understanding the author's intent.
2. Pupils may be tested in the areas listed in subsection 1 for:
   (a) Their perception of words and the translation of those words into the explicit meaning of the ideas represented (literal comprehension);
   (b) Their ability to understand implied meanings and discover relationships (inferential comprehension); and
   (c) Their ability to use a background of experience to react to, judge and evaluate ideas or imagery received from the material, including the ability to accept or reject ideas as a result of their evaluation (critical reading).
3. Passages on the examination may include selections:
   (a) Relating to literature, social studies, science, mathematics, occupational education, computer education and other areas of study included in the pupils' curriculum; and
   (b) From informational materials such as periodicals, manuals, handbooks and other publications.
4. Each examination must contain an equal number of questions from each of the areas listed in subsection 1.
5. All questions on the examination must be presented as multiple choice questions.

389.081 Nevada High School Proficiency Examinations in Mathematics.

1. Each edition of the Nevada High School Proficiency Examination in Mathematics to be used after the fall of 1988 must assess pupils' skills in the following areas:
   (a) Adding, subtracting, multiplying and dividing whole numbers, decimals, fractions and percentages using a single step and multiple steps;

(b) Using formulas and simple equations;
(c) Solving problems involving measurements;
(d) Geometry; and
(e) Solving problems using information obtained from tables, charts, printouts, graphs, maps and scales.

2. The examination must emphasize the ability to solve problems and to apply the skills listed in subsection 1, not the ability to perform calculations.

3. Each examination must contain an equal number of questions from each of the areas listed in subsection 1.

4. All questions on the examination must be presented as multiple choice questions.

EXAMINATION PRESCRIPTIONS AND PROFICIENCY LEVELS

The State Board of Education is required by NRS 389.015 to prescribe the proficiency examinations to be administered by the Board of Trustees of each school district. In compliance with the statute, the Board has prescribed the following examinations:

FOR GRADE 3:

Examinations:

Stanford Achievement Test (SAT), Primary Level III

1. Total Mathematics
2. Total Reading
3. Total Language

Proficiency Level:

A student who scores in stanine 4 or above on the Total Mathematics, Total Reading, and the Total Language test will be deemed to be proficient for purposes of NRS 389.015 as it relates to grade 3.

FOR GRADE 6:

Examinations:

Stanford Achievement Test (SAT), Intermediate Level II

1. Total Mathematics
2. Total Reading
3. Total Language

Proficiency Level:

A student who scores in stanine 4 or above on the Total Mathematics, Total Reading, and the Total Language test will be deemed to be proficient for purposes of NRS 389.015 as it relates to grade 6.

FOR GRADE 9:

Examinations:

1. Science Research Associates (SRA) Survey of Basic Skills, Level 37 Total Mathematics
2. Science Research Associates (SRA) Survey of Basic Skills, Level 37 Total Reading
3. Nevada High School Proficiency Examination in Writing

Proficiency Level:

A student who scores at or above the 26th percentile on the Mathematics and Reading examinations, and who scores an average of 5 or higher on the Writing examination will be deemed to be proficient for purposes of NRS 389.015 as it relates to grade 9.

FOR HIGH SCHOOL GRADUATION:

Examinations:

1. Nevada High School Proficiency Examination in Mathematics
2. Nevada High School Proficiency Examination in Reading
3. Nevada High School Proficiency Examination in Writing

Proficiency Level:

A student who scores 370 or higher in the junior or senior year on the Mathematics and Reading examinations, and who scores an average of 5 or higher in the junior or senior year on the Writing examination will be deemed to be proficient for purposes of NRS 389.015 as it relates to high school graduation.

A student who fails any of the examinations may retake the failed examinations(s) until the student is deemed proficient. In no case will a student be required to retake either the Writing, Reading or Mathematics examination for graduation purposes once that student has passed the examination as a junior or senior.

DESCRIPTION OF NEVADA'S PROFICIENCY EXAMINATIONS

Elementary School -- Grades 3 and 6

The Stanford Achievement Test (SAT) prescribed for grades 3 and 6 is a commercially available standardized achievement tests which is used in the proficiency testing program to identify students who are in need of remedial work.

The SAT was selected in a four step process. First, Nevada Department of Education staff collected information on a variety of commercially available tests proposed by school district representatives and department staff as tests which might meet the needs of the proficiency testing program. Second, district representatives compared the various tests and tentatively selected the SAT. Third, to verify that there was an appropriate match between what is being taught in Nevada schools and the test content, districts checked the Nevada Elementary Course of Study against the SAT test objectives. Fourth, acting upon the recommendations of the district representatives and the State Superintendent of Public Instruction, the State Board of Education prescribed that the SAT be used as Nevada's third and sixth grade proficiency examination. The SAT is more fully described by the test publisher, and the complete prescriptions are listed on page 2 of this report.

Junior High School -- Grade 9

The 1987 legislative revision of NRS 389.015 resulted in testing grade 9 students with a commercially produced, standardized achievement test rather than the **previously used** Nevada High School Proficiency Examinations in reading and Mathematics. In accordance with the recommendation of district testing coordinators and the Nevada Department of Education, the State Board of Education adopted Science Research Associates' (SRA) Survey of Basic Skills for Testing Reading and Mathematics Achievement at Grade 9. The Nevada High School Proficiency Examination in Writing, continued to be used to assess Grade 9 students' writing skills. A complete description of the SRA Survey of Basic Skills is available from the test publisher.

Senior High School -- Grade 11

The contents of the Nevada High School Proficiency Examinations are described by competency statements which are included in the appendix. The writing test competency statements were developed in a five-step process. First, a task force of teachers from all over the state was called together to determine what competencies should be required for graduation. Second, a task force of teachers, counselors, principals and other school administrators refined the work of the first task force and recommended procedures to be used in setting minimum competency levels for graduation. Third, an advisory commission composed of private citizens and business people reviewed the work of the task forces. Fourth, working from, and generally consistent with the work of the two task forces and the advisory commission, a committee of Nevada Department of Education staff compiled a set of recommended competencies, and fifth, these recommendations were approved by the State Board of Education as the basis for the Nevada Proficiency Examinations. Topics used in the writing

tests were developed by Nevada English teachers and Department of Education staff.

A similar process was used to develop test competency statements in the areas of reading and mathematics. Then, following concerns that the reading and mathematics tests were not as difficult as they should be, reading and mathematics specialists and teachers from around the state were called together to revise the competency statements for those tests. After careful review of the existing competency statements for the Nevada tests, as well as those used in other states, these review groups proposed broadening the scope of both tests to include higher order skills. The state board adopted the proposed revisions in October of 1984 to become effective in the spring of 1985. The revised competency statements are included in the appendix to this report.

Once the content of the reading and mathematics tests had been redefined, mathematics teachers and mathematics specialists from around the state were given training in item writing and wrote potential mathematics items for the new mathematics tests. In reading, test item writers from American College Testing wrote potential test items. All of the new items in mathematics and reading were edited and screened by American College Testing staff and Nevada reading and mathematics specialists for bias, form, and content. The edited and screened items were then pilot tested so that pilot test statistics could be used to further select the most appropriate items for use in the new tests.

Using pilot test item statistics and modern test construction procedures, the reading and mathematics tests used during various test periods were constructed to meet board adopted test standards.

For a more detailed or technical description of any of the high School proficiency examinations, or their development, the Planning, Research, and Evaluation Branch of the Department of Education should be contacted.

EXAMINATION RESULTS

Each of Nevada's 17 school districts administered the prescribed examinations for grades 3, 6, 9, and 11 with the exception of Esmeralda County, which does not have grades 9 or 11. Esmeralda County administered only the grade 3 and grade 6 examinations. The statewide results for the 1987/1988 school year are as reported in the following sections.

Elementary School -- Grades 3 and 6

The scores students receive on standardized tests can be divided into nine ability groups called stanines. The lowest scores fall in stanine one, the highest in stanine nine, and scores which match the average of the national norming sample fall in stanine five. For reporting purposes, students' scores on the Stanford Achievement Test (SAT) are further divided into three major groups. Students in the stanines 1-3 form the lower group, students in stanines 4-6 form the middle group, and students in stanines 7-9 form the upper group. Table 1 and figures 1-6 show the percents of Nevada students and students from the national norming sample in each of these achievement groups for the Total Reading, Total Mathematics and Total Language portions of the SAT for grades 3 and 6. It is clear from the table and figures that Nevada students generally score higher than students in the national norming sample. Nevada has much lower percents of students in the lower stanine group and higher percents of students in the upper stanine group than the national norming sample.

The educational significance of the differences between Nevada students' scores and those of the national norming samples are reflected in Figures 7 and 8, which show the passing rates for Nevada students and students in the norming sample, using the State Board of Education's prescribed criteria for passing.

TABLE 1

Summary of Spring 1988 Test Results
Grades 3 and 6
Stanford Achievement Test (SAT)

TEST	% of Students in Stanines 1-3		% of Students in Stanines 4-6		% of Students in Stanines 7-9		Number of Students Tested	
	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
Math	8	13	55	51	37	36	11,826	10,439
Reading	10	16	60	59	31	26	11,902	10,521
Language	5	16	64	57	30	27	11,868	10,496

Figure 1

Mathematics: Grade 3

Stanford Achievement Test

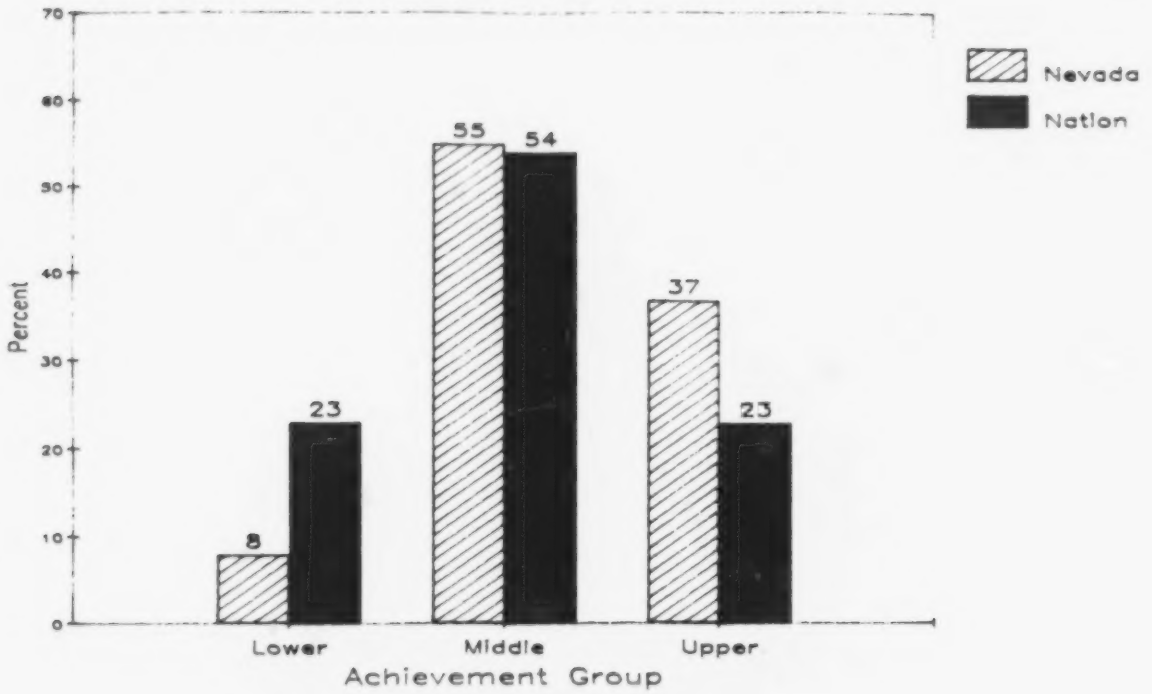


Figure 2

Mathematics: Grade 6

Stanford Achievement Test

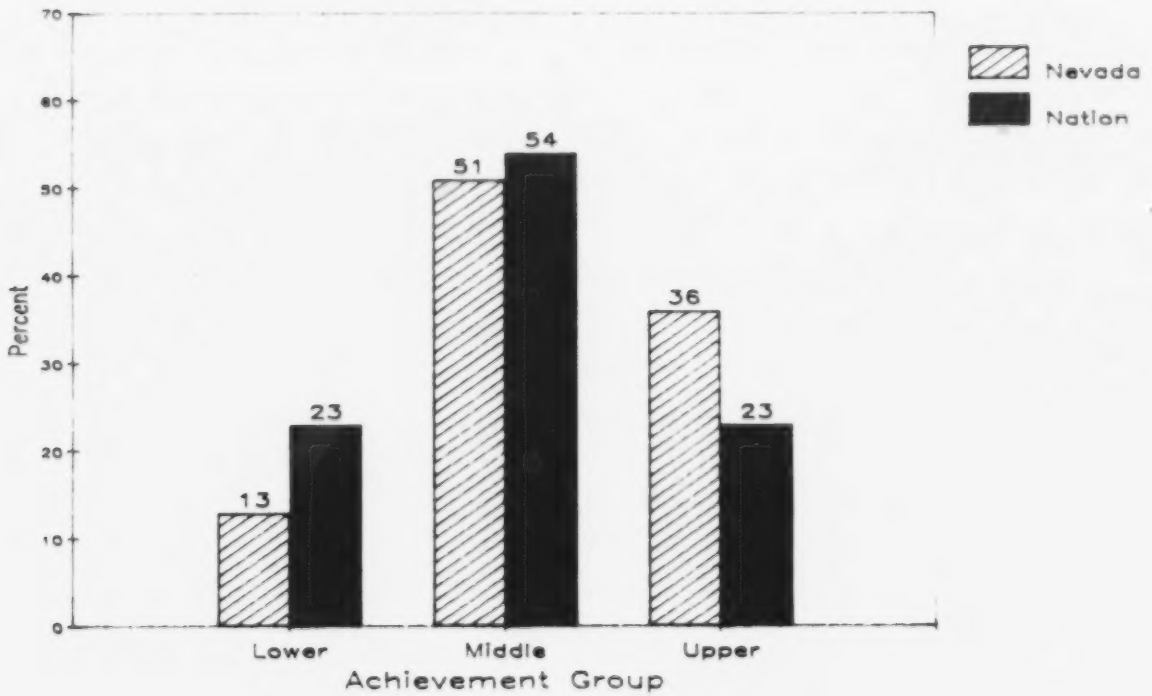


Figure 3

Reading: Grade 3

Stanford Achievement Test

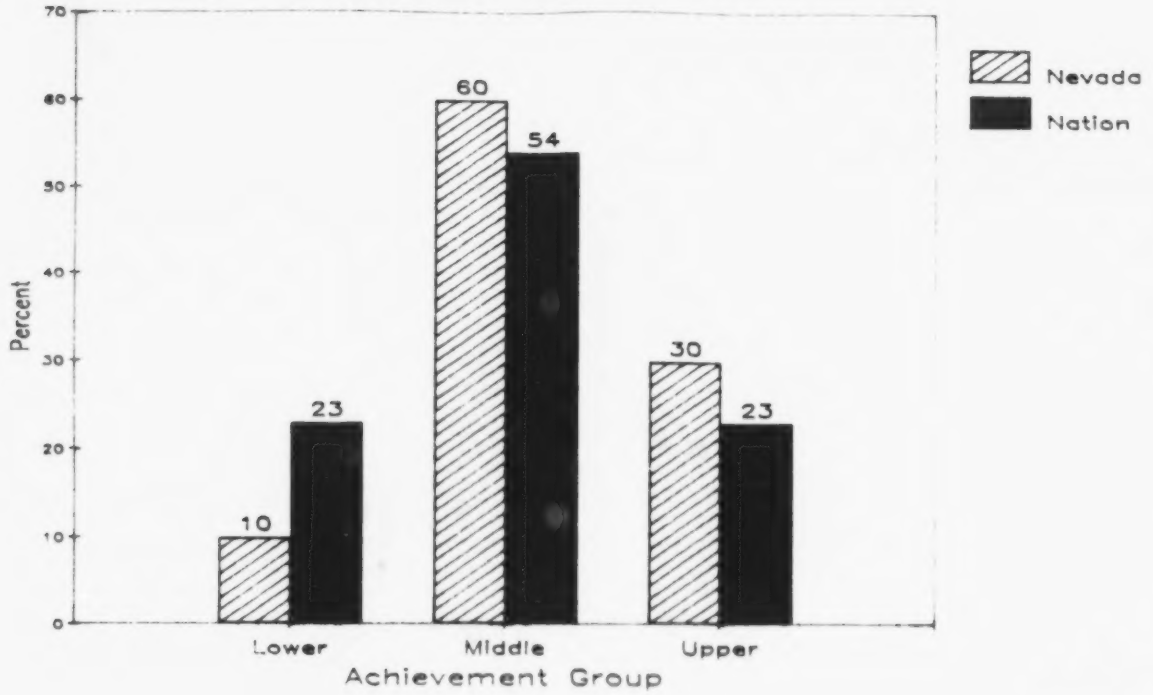


Figure 4

Reading: Grade 6

Stanford Achievement Test

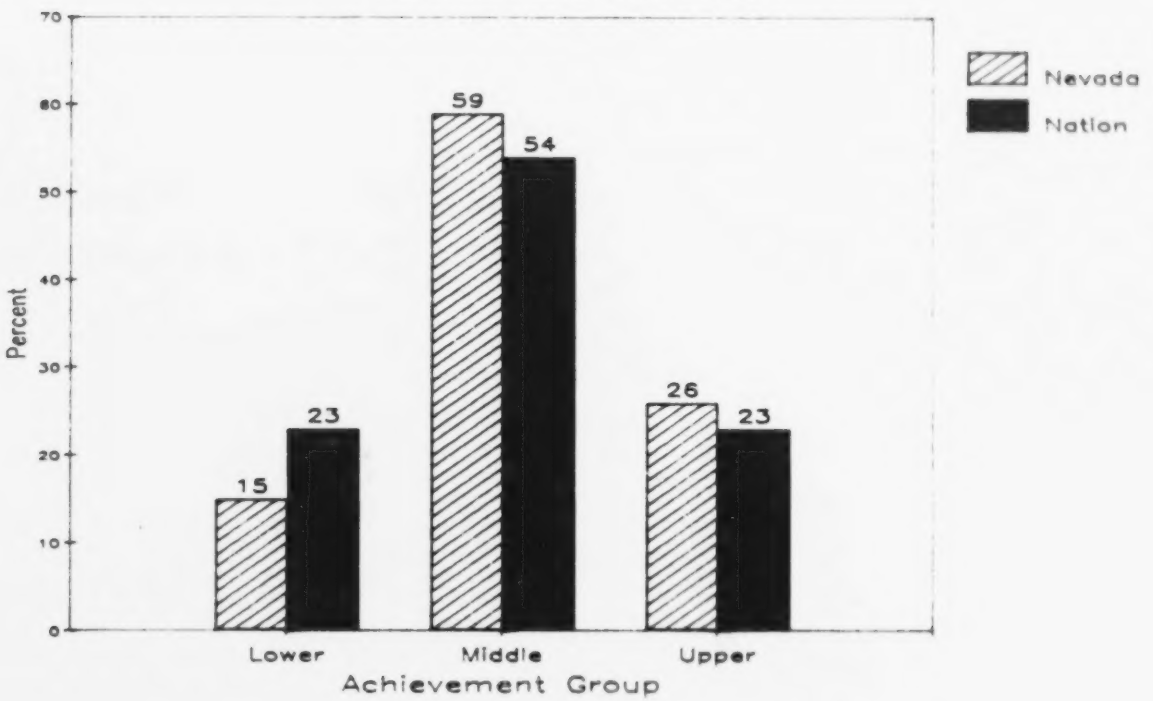


Figure 5

Language: Grade 3

Stanford Achievement Test

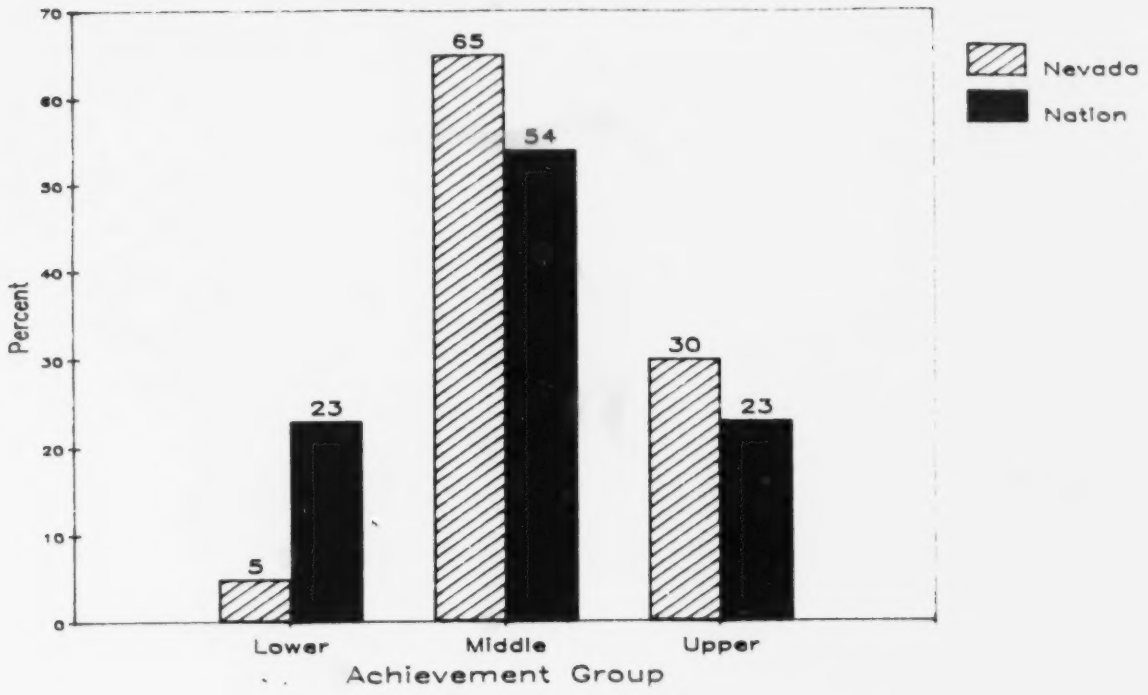


Figure 6

Language: Grade 6

Stanford Achievement Test

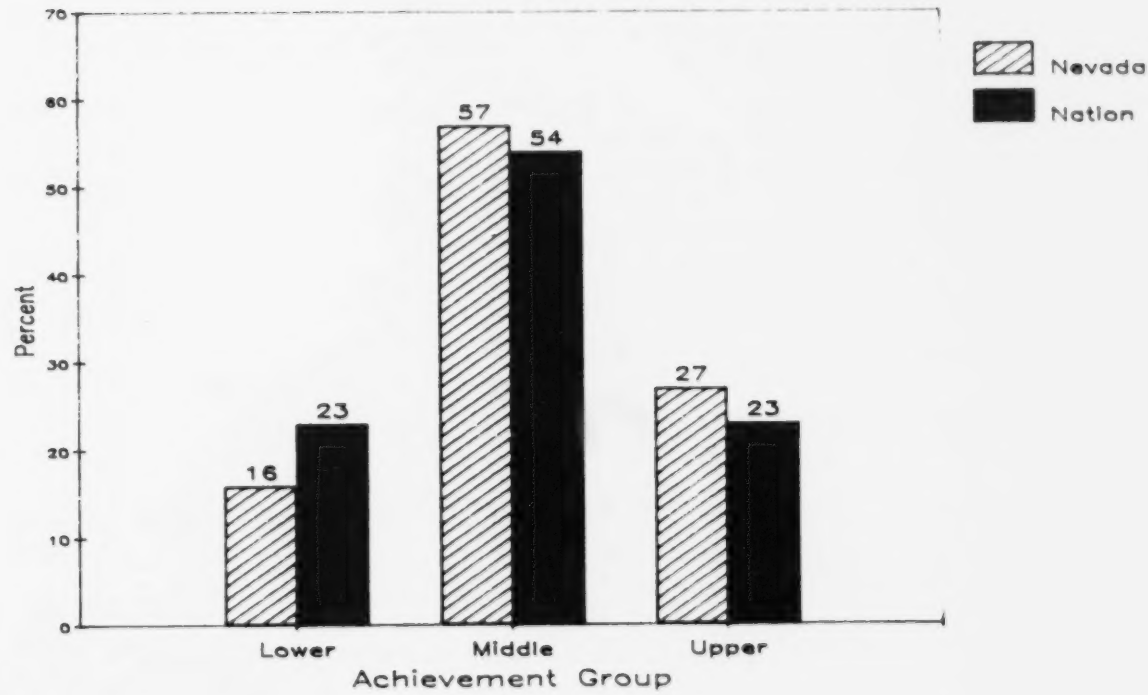


Figure 7

Percents of Students Meeting Board Proficiency Standards

Grade 3

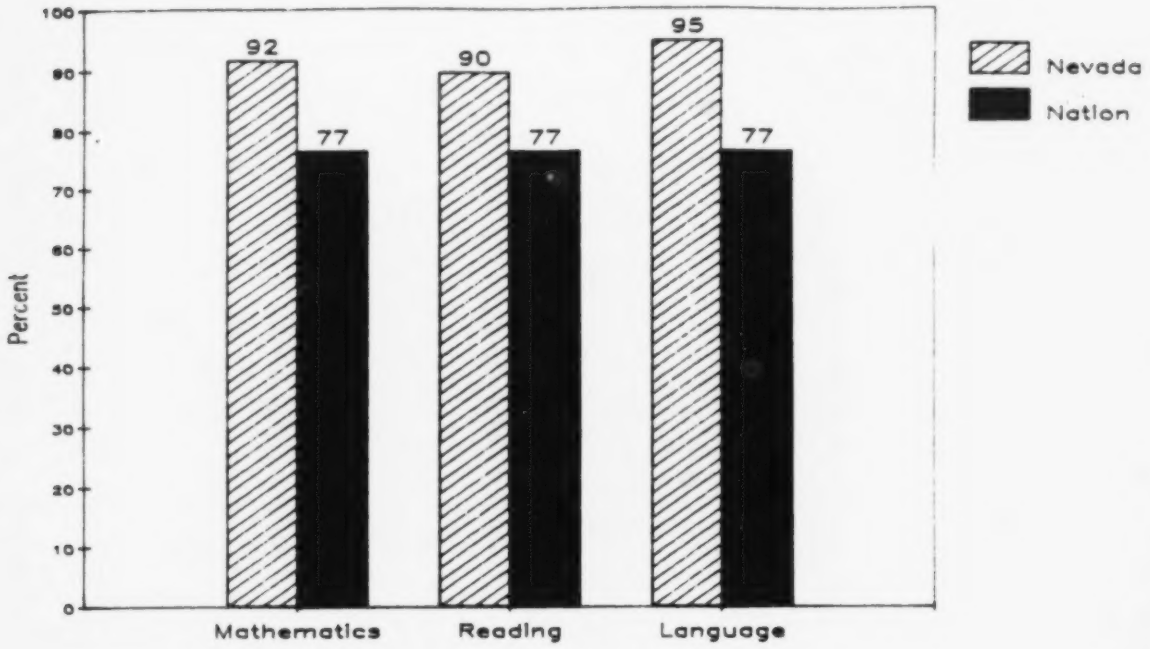
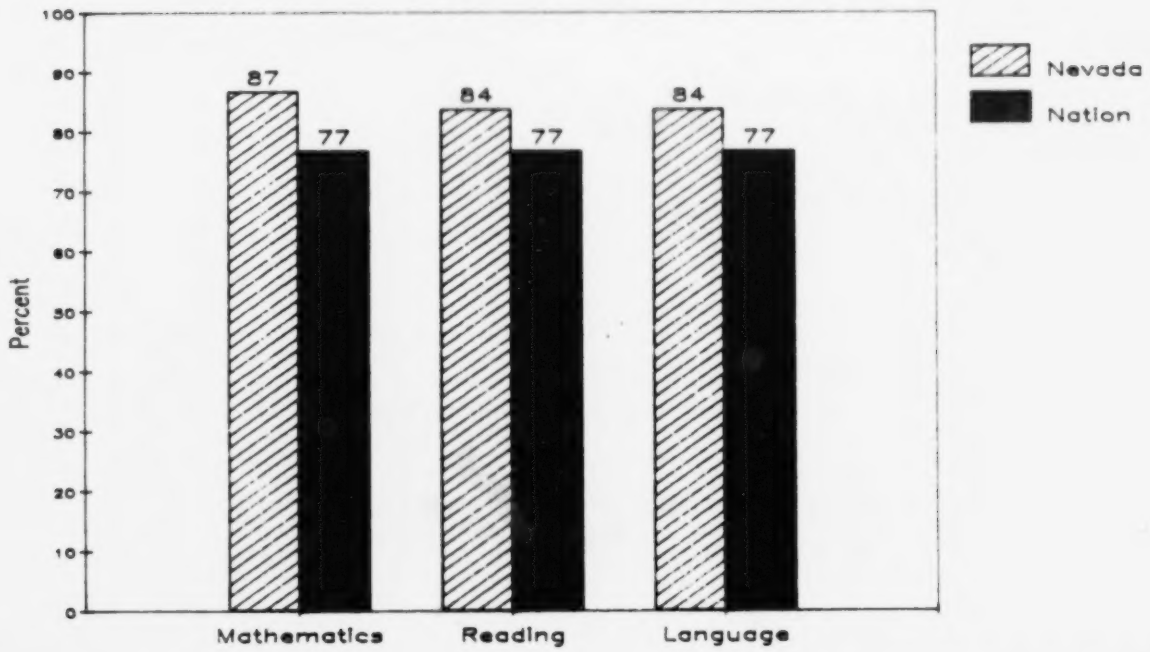


Figure 8

Percents of Students Meeting Board Proficiency Standards

Grade 6



Junior High School - Grade 9

Students' scores on the SRA survey of Basic Skills were reported in percentile ranks, which are scores that reflect the percent of students who scored at or below a certain level. Percentile scores lie on a scale from 1 to 99, with 50 representing the middle score of a distribution. Percentiles can be aggregated into four groups. The lowest of these includes scores from the first through the twenty-fifth percentile. These scores represent performance found in the bottom quarter of the national distribution. The second lowest group includes scores from the twenty-sixth through the fiftieth percentile, which represents slightly below average to average performance. The third group (the fifty-first through the seventy-fifth percentile) represents average to above average performance. Finally, the highest group includes scores from the seventy-sixth through the ninety-ninth percentile. Analysis of the data presented in Table 2 and Figures 9 and 10, shows that Nevada's Grade 9 students scored higher than those in the national norming sample. In particular, in mathematics, there is a substantially greater portion of Nevada students in the top two achievement groups, while in reading the two middle achievement groups reflected greater portions of Nevada students. In both math and reading, there were only about half as many Nevada students in the lowest achievement group as would have been predicted from the national norming sample. Table 3 presents a summary of Grade 9 performance on the writing test, while Table 4 summarizes the percent of Grade 9 students passing in each subject area.

TABLE 2

Summary of Spring 1988 Test Results
Grade 9
SRA Survey of Basic Skills

TEST	% of Students in Percentiles 1-25	% of Students in Percentiles 26-50	% of Students in Percentiles 51-75	% of Students in Percentiles 76-99	Number of Students Tested
Math	13	24	31	32	9,897
Reading	13	28	34	25	10,006

TABLE 3

Percent/Number of Students Passing the Grade 9
Nevada Proficiency Examination in Writing

TOTAL TEST					PARAGRAPH		LETTER	
Number Tested	Number Passing	Percent Passing	Mean	Std Dev	Number Passing	Percent Passing	Number Passing	Percent Passing
9,917	9,772	99	7.88	1.36	9,576	96.6	9,616	97.0

TABLE 4

Percents of Students Who Passed
the Grade 9 Proficiency Examination

	Math	Reading	Writing
Grade 9	87	87	99

Figure 9

Mathematics: Grade 9

SRA- Survey of Basic Skills

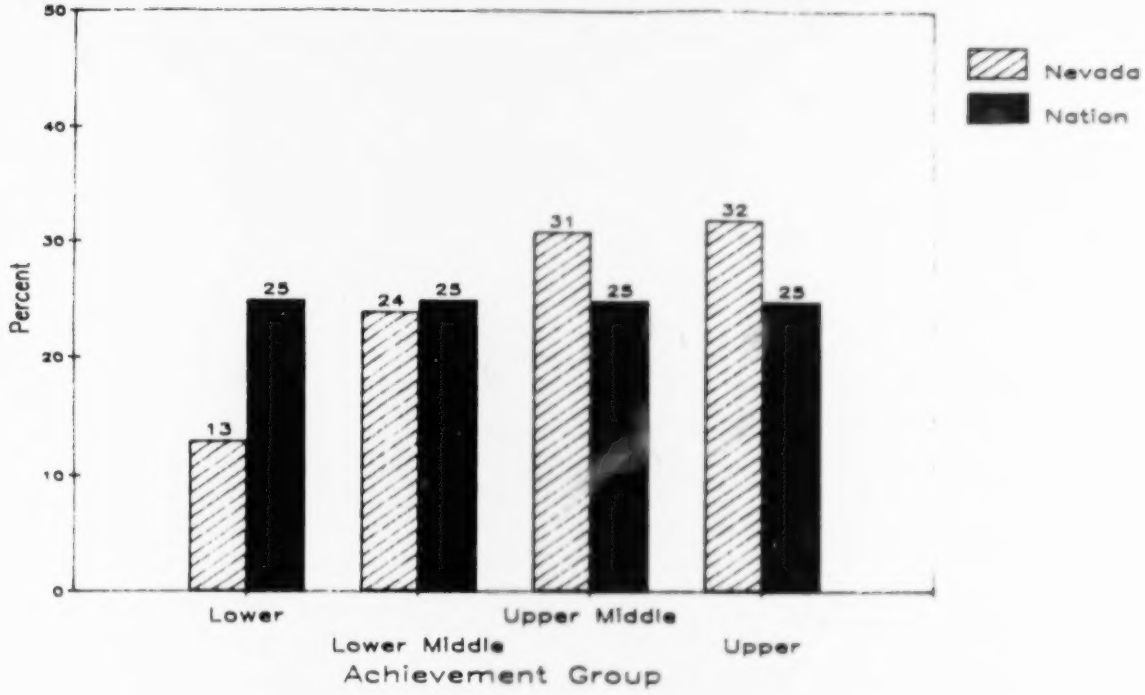
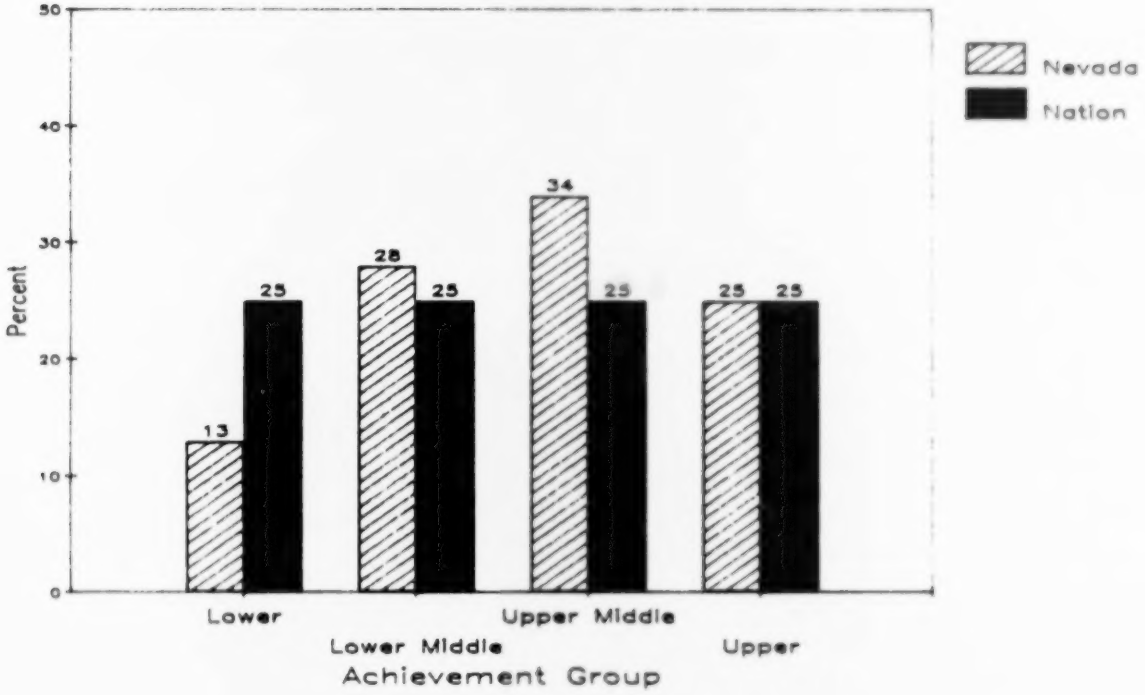


Figure 10

Reading: Grade 9

SRA- Survey of Basic Skills



Senior High School - Grade 11

The Nevada High School Proficiency Examinations, which have been used as a graduation requirement, are not nationally normed. Instead, they measure students against predetermined minimum proficiency levels in specific competency areas. No data exist that can be appropriately used to compare Nevada students' scores on the Nevada Proficiency Examinations with those of students across the country. For this reason, this report is confined to reporting how Nevada students scored relative to predetermined minimum proficiencies. In reading and mathematics, the minimum passing score was set at 370. In writing, a score of 5, on a scale which runs from 2 (low) to 12 (high), was set as the minimum. Table 5 provides a summary of the spring 1988 testing.

TABLE 5

Summary of Spring 1988 Senior High School Test Results

TEST	Average Scale Score Grade 11	Standard Deviation Grade 11	% Passing Grade 11	Number of Students Grade 11
Math	524	113	93	10,968
Reading	538	115	94	10,977
Writing	8.25	1.43	98	10,804

SUMMARY AND CONCLUSIONS

Elementary School - Grades 3 and 6

In all three test areas reported, third and sixth grade students in Nevada have scored significantly higher than their counterparts the national norming groups.

Junior High School - Grade 9

In mathematics and reading, ninth grade students in Nevada have also scored significantly higher than their counterparts in the national norming groups. In writing, 99% of the students met standards for proficiency.

Senior High School - Grade 11

At the high school level, passing rates on all three examinations have consistently been high, indicating that the vast majority of students who take the test have reached the skill levels set by the State Board of Education as minimal requirements for graduation.

MINIMUM COMPETENCIES IN READING AT THE TIME OF TESTING

To graduate from high school in Nevada, student must meet all local school district requirements, meet all statewide credit requirements, and after having been promoted to the eleventh grade, pass the Nevada High School Proficiency Examinations in Reading, Mathematics, and Writing.

To pass the Nevada High School Proficiency Examination in Reading, students must demonstrate minimum basic skills in:

Vocabulary

1) determining the meaning of words in context;

Comprehension

2) identifying the details and the main idea of a reading selection;

3) identifying the sequence of events or steps in directions from a reading selection;

4) making comparisons and contrasts among persons, events, or objects in a reading selection;

5) identifying the cause(s) of a given effect or the effect(s) of a given cause from a reading selection;

6) distinguishing between fact and opinion in a reading selection; and

7) predicting outcomes and drawing conclusions based on materials read.

Application of Reading Skills

Students will apply reading comprehension skills at the literal, inferential, and critical levels.

Students will apply reading skills in a variety of content areas.

MINIMUM COMPETENCIES IN MATHEMATICS AT THE TIME OF TESTING

To graduate from high school in Nevada, student must meet all local school district requirements, meet all statewide credit requirements, and after having been promoted to the eleventh grade, pass the Nevada High School Proficiency Examinations in Reading, Mathematics, and Writing.

To pass the Nevada High School Proficiency Examination in Mathematics, students must demonstrate minimum basic skills in:

1) adding, subtracting, and multiplying whole numbers and decimals;

2) adding, subtracting, and multiplying proper fractions or mixed numbers;

3) dividing whole numbers and decimals;

4) using formulas to find unknown values;

5) performing perimeters and areas of rectangles;

6) finding perimeters and areas of rectangles;

7) solving problems involving money;

8) using measurement systems and solving problems involving measurements;

9) comparing numbers;

10) solving problems using information obtained from tables, charts, graphs, maps, and scales; and

11) solving multi-step problems involving the previous skills.

Definitions:

Decimals are rational numbers in decimal notation.

Proper fractions are rational numbers of the form a/b, $b \neq 0$, and $a < b$.

MINIMUM COMPETENCIES IN WRITING AT THE TIME OF TESTING

To graduate from high school in Nevada, student must meet all local school district requirements, meet all statewide credit requirements, and after having been promoted to the eleventh grade, pass the Nevada High School Proficiency Examinations in Reading, Mathematics, and Writing.

To pass the Nevada High School Proficiency Examination in Writing, students must demonstrate minimum basic skills in two written exercises: an expository paragraph and a business letter.

1. Expository Paragraph

   The student will write a paragraph responsive to a given topic.

2. Business Letter

   Given a purpose for writing and a designated recipient, the student will write an appropriate business letter.

The writing samples shall be scored holistically.